

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
Bridgewater School District  
Accountability Review - Focus Monitoring Report 2008-2009**

**Team Members:** Linda Shirley and Donna Huber, Educational Specialists

**Dates of On Site Visit:** November 4, 2008

**Date of Report:** December 18, 2008

3 month update due: March 18, 2009                      Date Received:

6 month update due: June 18, 2009                      Date Received:

9 month update due: September 18, 2009              Date Received:

Closed:

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**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
  - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
  - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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**State enforcement -- Determinations.**

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act;
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

#### **Deficiency correction procedures.**

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

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## **1. GENERAL SUPERVISION**

**Present levels: ( Statement of present levels of academic achievement and functional performance that resulted in area of non-compliance from report of February 4, 2004).**

### **ARSD 24:05:25:02 Determination of needed evaluation data**

As part of an initial evaluation or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, determine what evaluation data is needed to support eligibility and the child's special education needs.

In all student files reviewed, with the exception of speech/language and developmentally delayed, the monitoring team found students were given a Behavior Assessment for Children. Interviews with special education teachers indicated the Cornbelt Cooperative has directed districts to complete behavior assessment on all students suspected of a disability in which a psychological evaluation is requested. The behavior assessment is completed as a precautionary step in the event of long-term suspension of the student. Potential concerns in areas such as behavior should drive the selection of evaluation tools. Based on this information, the monitoring team concluded the district does not consider the child's individual needs when making the determination of needed evaluation data.

**Follow-up: November 4, 2008**

**Findings: Met requirements**

Through file reviews, the monitoring team found behavior assessments are only given to students who show a need for a behavior evaluation.

**Corrective Action: None**

### **ARSD 24:05:25:04.04 Evaluation procedures**

The evaluation team must consider a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by the parents. Through the review of eighteen student records, the monitoring team found the district staff gathers data from classroom teachers and completes diagnostic assessment to use as functional information in the evaluation process. During interviews, special education staff reported a lack of understanding concerning reporting functional assessment. The monitoring team noted a written summary of functional information was not

consistently included in the evaluation report or in the present levels of performance. The students' present levels of academic performance, their progress in the general curriculum or development of annual goals and short-term instructional objectives therefore did not link to evaluation.

**Follow-up: November 4, 2008**

**Findings:**

Through file reviews the monitoring team found two students who qualified under the category of Other Health Impaired, Student #5 and students #4. Student #5 did not have scores to support the disability, and the team did an override for OHI. The parent rating scales were clinically significant. The schools scores were all within the average range. There were no functional evaluations completed in the area of behavior. The IEP does not address behaviors in the present levels, goals or services. Student #4 qualified for Other Health Impaired. There were no functional evaluations completed in the area of behavior. The IEP does not address OHI in the present levels, goals, or services. No educational impact is seen for either of these students.

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>(SEP Use Only) Date Met</b>
<p><b>Activity/Procedure:</b> The IEP team for the students identified above will meet, review, evaluate and/or amend the IEP as necessary.</p> <p><b>Data Collection:</b> The district will submit a written summary of the actions taken for the students listed in the final report. Documentation submitted must include evaluation reports/scores, and other relevant information for all eligibility determination.</p>	January 15, 2009	School	

**3 month Progress Report:**

**6 month Progress Report:**

**9 month Progress Report:**

***ARSD 24:05:25:06 Reevaluations***

**ARSD 24:05:27:01.03 Transition services**

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation. Through review of eight student files and staff interviews, the monitoring team noted

transition evaluations were not administered prior to age 16 to assist in developing transition services and activities.

**Follow-up: November 4, 2008**

**Findings: Met requirements**

Through file reviews, the team found transition evaluations are being given to all students prior to age 16 and a transition plan is being developed.

**Corrective Action: None**

## **2. GENERAL SUPERVISION**

### **ARSD 24:05:27:01.03 Content of individualized education program**

Present level of performance should address student strengths, weaknesses, areas/skills to be addressed, parent input and how the student's disability affects the student's involvement and progress in the general curriculum and must be linked to the goals and objectives. Through the review of student files and staff interviews the monitoring team noted in eighteen student files functional assessment was not included in the present level of performance and therefore was not linked to annual goals and objectives.

Transition services

**Follow-up: November 4, 2008**

**Findings:**

Through file reviews, the team found two students identified as other health impaired for attention did not have any behavior concerns, did not have behavior impedes learning and had no goals for behaviors.

**Corrective Action:**

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>(SEP Use Only) Date Met</b>
<b>Activity/Procedure:</b> All special education staff will receive state training regarding the issue of how to address "student's behavior impedes learning". <b>Data Collection:</b> The district will submit a copy of the training agenda, date of training, presenter(s) and a list of persons attending. <b>Data Collection:</b> The district will submit a copy of an IEP for one student with behavior concerns who has received an initial evaluation or reevaluation following the date of the district training.	February 15, 2009		

**3 month Progress Report:**

**6 month Progress Report:**

**9 month Progress Report:**

## **3. GENERAL SUPERVISION**

**Present levels:**

**State Performance Plan - Indicator 3:** Participation and performance of children with disabilities on statewide assessments.

1. Percent of districts meeting State's AYP objectives for progress for disability subgroup.
2. Participation rate for children with IEPs in a regular assessment with not accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
3. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

**Finding: On-site November 4, 2008**

Through a review of 6 student files, data gathered by the review team indicated accommodations/modifications did not consistently relate to the skill areas affected by the disability

**3 month Progress Report:**

**6 month Progress Report:**

**9 month Progress Report:**

<b>Corrective Action:</b> Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>(SEP Use Only) Date Met</b>
<p><b>Activity/Procedure:</b></p> <ol style="list-style-type: none"><li>1. The district will review current policy/procedure to determine why discrepancies are occurring.</li><li>2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments.</li><li>3. Train IEP staff and testing coordinator in the procedures/process.</li><li>4. Implement procedures and collect data to verify accommodation are appropriately documented and provided during state/district assessments.</li><li>5. Analyze data collected to determine if procedures corrected discrepancy. Repeat steps 1 through 5 if discrepancies continue.</li></ol> <p><b>Data Collection:</b></p> <p>The district will collect and submit to SEP the following data:</p> <ol style="list-style-type: none"><li>1. Written description of the districts review process to identify why the discrepancies are occurring.</li><li>2. Written description of the process the district will implement to correct the discrepancies.</li><li>3. Training documentation to include the date staff training occurred, name of individual who provided the training and sign-in sheet with the name of all participants/position titles, who attended the training.</li></ol>	April 15, 2009	Special Education Director and Staff & Testing Coordinator	

#### **4. GENERAL SUPERVISION**

##### **Present levels:**

State Performance Plan – Indicator 11 Percent of children with parental consent to evaluate, who were evaluated within the 25 school days.

1. Number of children for whom parental consent to evaluate was received.
2. Number determined not eligible whose evaluations were completed within 25 days of school.
3. Number determined eligible whose evaluations were completed within 25 school days.

##### **Findings: Met requirements**

Through file reviews, the team found all children evaluated had parental consent to evaluate and were evaluated within the 25 school days.

**Corrective Action: None**